

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher’s Name Ms.Ocasio

Subject Mathematics

Grade: K

Week of 5/26-5/20

Unit 6

Unit Title: Analyze, Compare, Create, and Compose Shapes

Essential Question: How can identifying, describing composing and decomposing shapes help you sort them and describe them in the environment?

|       | CCSS Code<br>e.g. RL.K.5 | OUTCOMES<br>(Lesson Focus)<br>What will the students know or be able to do at the end of the lesson? | ASSESSMENT<br>How will the students demonstrate that they have accomplished the desired outcome? Please state the question that will be asked during your formative assessment. | STRATEGIES<br>In what activities will the students be engaged to accomplish the desired outcome? Please list in the order that you will implement.                                                                               | 3 HOTS QUESTIONS<br>e.g. one should be on knowledge, one on application, and one on synthesis or evaluation.                                                                                         |
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| Mon   |                          | School Closed<br>Memorial Day                                                                        |                                                                                                                                                                                 |                                                                                                                                                                                                                                  |                                                                                                                                                                                                      |
| Tues  | K.CC.5                   | To add sums of 10 in vertical form using a ten-frame.                                                | Explain how you can make 10 for each addition sentence.                                                                                                                         | Give children 6 connecting cubes of the same color. Help children choose partners whose cubes are different colors from others. Ask them to join the colors for each of the different colors then ask how many are all together. | How many more counters do you need to fill the ten frame?<br>What does it mean when one number on top of the other number?<br>Why do the vertical addition sentence mean the same as the horizontal? |
| Wed   | K.CC.5                   | To write the number of objects in a group to match the number of tally marks.                        | What do you think the tally for 7 looks like?                                                                                                                                   | Display a group of red and blue crayons. On the board or chart draw a red and blue crayon and demonstrate how to make a tally mark for each, showing 1 as a symbol for one. Explain that tally is another way to show numbers.   | How many monkeys are on the trees show the tally mark for that number?<br>What does a tally mark stand for?<br>Why do you think tally marks are used sometimes instead of numbers?                   |
| Thurs | K.CC.5                   | To use tally marks to record data on a chart.<br>To interpret tally charts.                          | How many blue balloons did you tally?<br>How did you show that number with tally marks?                                                                                         | On the white board write tally marks for 1 through 6 in order. Display different groups of from 1 trhough 6 objects and have children show as many objects as the tally mark.                                                    | What does each tally mark stand for in this picture?<br>How many balloons are not colored and why?<br>When we tally how do we show 5?                                                                |
| Fri   | K.CC.5                   | To solve problems by using the write a number sentence strategy                                      | How can you show a number sentence?                                                                                                                                             | Make a set of tally marks to show 1 to 7 on the board. Have children count the tally marks, tell how many, and write the corresponding number.                                                                                   | How many tally marks are there in all?<br>Why do you think Jo and Sally gather their shells to make a bigger pile?<br>What does 4+2= mean?                                                           |
|       |                          | Bloom’s Taxonomy                                                                                     | School Grade Weighting Scale:                                                                                                                                                   | Vocabulary words for week:                                                                                                                                                                                                       | Use of Technology:                                                                                                                                                                                   |

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|  |  | <b>(HOTS Questions)</b><br>-Knowledge<br>-Comprehension<br>-Application<br>-Analysis<br>-Synthesis<br>-Evaluation | Tests (40%):<br>Quizzes (20%):<br>Classwork/ Participation (15%):<br>Homework (5%):<br>Projects/ Portfolios (20%): | <b>1.</b><br><b>2.</b><br><b>3.</b><br><b>4.</b><br><b>5.</b> | <b>6.</b><br><b>7.</b><br><b>8.</b><br><b>9.</b><br><b>10.</b> | ____ Smartboard<br><br>____ Student Response System |
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